JUNE 29, 1999

BY DAVID WIESNER

CALIFORNIA CONTENT STANDARDS

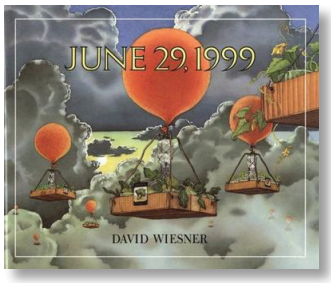
Kindergarten: Reading Comprehension 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.5 Ask and answer questions about essential elements of a text.

Grade One: Reading Comprehension 2.2 Respond to who, what, when, where, and how questions. 2.3 Follow one-step written instructions. 2.7 Retell the central ideas of simple expository or narrative passages.

Grade Two: Reading Comprehension 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how). 2.5 Restate facts and details in the text to clarify and organize ideas. 2.7 Interpret information from diagrams, charts, and graphs.

Grade Three: Reading Comprehension 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text.

Grade Four: Reading Comprehension 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.



GRADES: K - 4

READING LEVEL: 3.6

OBJECTIVES: I. List at least I vegetable of each color from the book, and describe their shapes and textures. 2. Name at least 2 ways eating a variety of vegetables benefits our health.

ABOUT THIS LESSON...

Through this story about the peculiar descent of mammoth vegetables across the country, students will investigate the physical characteristics of vegetables, along with the benefits they provide our to our health and lives.

DESCRIBE VEGETABLES

What do vegetables look like? Vegetables can be described in a variety of ways depending on their color, taste, texture, weight, size, etc. (for the difference between fruits and vegetables check out the EATYOURBOOKS lesson for "A Fruit is a Suitcase for Seeds"). Using adjectives, ask students to characterize vegetables, utilizing a Bubble Map® to write their answers on the board.

DESCRIBING THE VEGETABLES FROM JUNE 29, 1999

Read story aloud. Afterwards, review the cleverly detailed watercolors, asking for descriptsion the extraterrestrial produce. There are approximately 19 vegetables referred to by illustration in the story (including the arugula, radish and tomato on the "media" pages where Holly is clipping newspaper articles).

EXTREME DISEASE FIGHTERS

Vegetables don't have to be super-sized to possess super powers... from vitamins to minerals to fiber, their nutritional benefits have been shown to be helpful in disease prevention. Phytochemicals (fight-o-chemicals) are another weapon in vegetables' disease-fighting arsenal that research is finding more about.

Phytochemicals are the natural plant compounds that give fruits and vegetables their colors, and their distinctive odors (e.g., broccoli). They are what plants use to protect themselves from pests and sun damage. All types of produce are loaded with them, and the great thing is that they may help protect us when we eat fruits and vegetables, fighting, or "phyting" cancer, heart disease, and other health complications. Ask the class to draw what they think one might look like.

This material was funded by USDA's Food Stamp Program through the California Department of Public Health, Network for a Healthy California. These institutions are equal opportunity providers and employers. The Food Stamp Program provides nutrition assistance to people with low income. It can help buy nutritious foods for a better diet. For information on the Food Stamp Program, call (323) 727-4542. Contract # 06-55103.

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LESSON CONT.

VARI"EAT"Y

There were around 19 vegetables mentioned in the story, and 100's more exist! What is the benefit of having such a selection? This variety invites us to try different kinds! And not only do the varying tastes, colors, and textures make eating vegetables more exciting, but consuming an assortment is nutritionally advantageous as well. One vegetable type may have its unique strengths, but doesn't provide everything our body needs. When we eat a variety, we profit from the powerful combination of nutrients and phytochemicals offered. Additionally, the "powers" of vegetables (and fruits) are enhanced when eaten as a heterogeneous mixture—the total effect is greater than the sum of the individual effects. Now that's teamwork!

PETER PIPER PICKED A PECK OF PICKLED PEPPERS

June 29, 1999 bursts with alliteration. Have students use this literary tool to make up their own account of the giant specimens of produce that bombarded the U.S.

WELCOME TO HOLLYWOOD

Holly thought her science experiment made everyday vegetables into celebrities over night. As a result of this sensational occurrence, vegetables were all over the news—television, magazines, and newspapers. Since vegetables are often overlooked in our society today, one would like to think the media coverage was helpful in publicizing them, and that may or may not have been the case (e.g., on the pages where Holly is clipping newspaper articles, there's a headline in front of her that says, "PREZ TO VEG: GET LOST").

Activity ideas:

1. Develop a magazine or newspaper article to communicate why it's great vegetables are receiving so much publicity and why it would be wise to embrace these larger-than-life health defenders. Just as the author did, use your imagination!
2. Write a letter to our President, informing him about the benefits they offer our bodies, kindly asking him to reconsider his stance. Tell him what you personally plan to do with one of the gargantuan disease fighters.

WELCOME TO HOLLYGARDEN

Imagine Holly actually grew these monstrous vegetables and gave students a seed of their choice. What would they choose? Keeping in mind that plants require soil, water, warmth, and air to grow, what would they do to make sure it grew healthy? After maturity, what would they do with their prized vegetables? Ask them to draw a picture of themselves posing with it, and list 3 reasons why they would love the idea of the events occurring on June 29, 1999 becoming a reality.

EXTENSION ACTIVITIES

- Discuss some of the ways people were using the vegetables in the book. What dishes would students like to make with vegetables that big?
- Deciding whether something is a fruit or a vegetable can be tricky, since they can be defined by their botanical parts or their common usage. This explains why a tomato is technically a fruit (it has seeds). Using this definition of a fruit, identify the vegetables in the book, that botanically, are actually fruits!
- Create a Flow Map® to sequence the events of the story.
- Atlantic giants pumpkins can grow to be 800 pounds! Discuss real-life giants like these.
- Reread story, but stop 5-6 pages before the ending. Tell students their assignment is to write a different conclusion to the story, and that they need to tie the beginning to their ending.

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